

PATHWAYS

VOL XII

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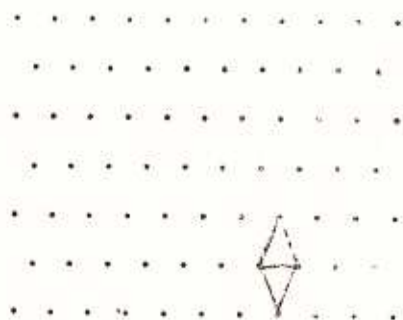
No. 1

MATHS CLUB IDEAS

by Saroja Sundararajan

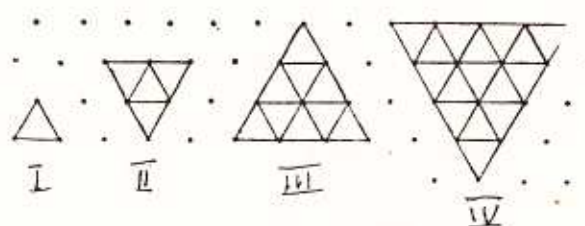
Unconventional Computation of Areas

The conventional unit for area is the square unit, which could be measured on squared graph paper. An unconventional measurement of area in triangular units could be done on isometric graph paper. An isometric graph paper would look something like this, and any figure made up of equilateral triangles, can have its area calculated in terms of triangular units. The area of this figure is 2 triangular units.



Having defined the area in triangular units, let us see if we can generalise the area of various geometrical figures and derive some patterns from them.

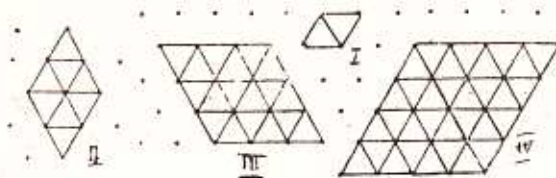
1. The area of an equilateral triangle having n units per side is n^2 triangular units. Look at the following triangles and compute their areas.



Triangle	Equilateral triangles	
	Area in triangular units	Length of side (n)
I	1	1
II	4	2
III	9	3
IV	16	4

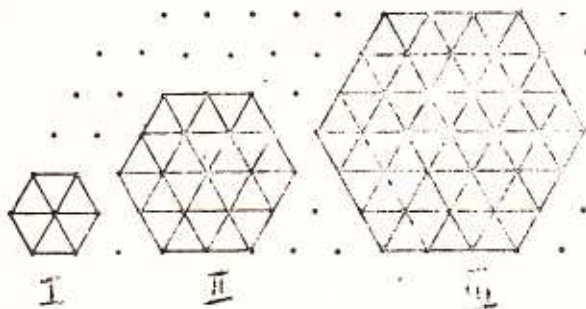
2. The area of a rhombus having n units per side is $2n^2$ triangular units. Look at the following figures and compute their areas.

correct. Fill in the table.

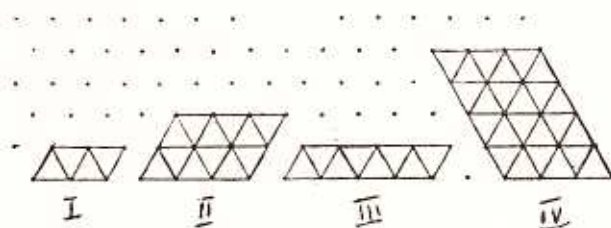


Rhombus	Area in Triangular units	Length of side (n)
I		
II		
III		
IV		

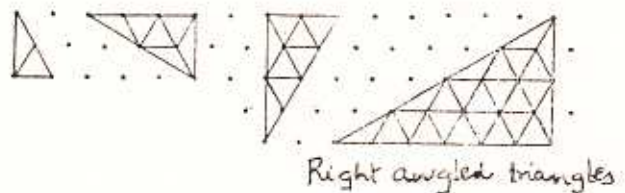
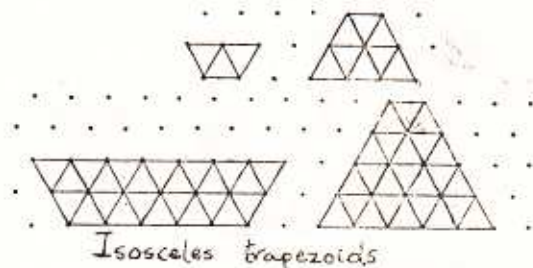
- What is the area of a regular hexagon having n units per side, in triangular units?
 - Look carefully at the hexagons here.
 - Can you partition each hexagon into rhombuses?
 - From this partitioning can you deduce the formula for the area of a hexagon.



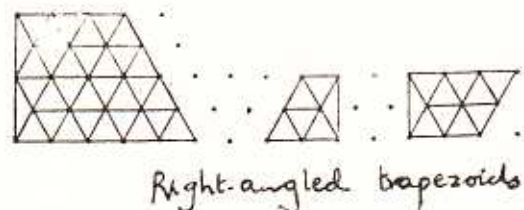
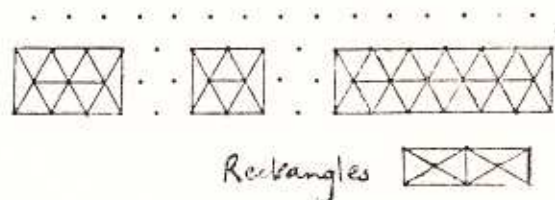
- What is the area of a parallelogram of sides a and b units?
 - Look at the figures here.
 - On what clues did you base your reasoning to derive the formula?



- Find out the area of isosceles trapezoids.
- Draw other polygons and investigate their areas. Begin with a pentagon
- If you have to draw right angled triangles would you have to devise your own new formula for calculating the area?



- What about rectangles?
- What about trapezoids with 2 angles as right angles?
- Pick's formula states that on a square grid, the area of a polygon is one less than the sum of half the number of points on the polygon and the number of points inside the polygon. Can Pick's formula be modified for polygons on isometric graph paper?



7. It would be a good idea to have an isometric geoboard prepared with nails on a square plywood piece and use rubber bands to form the figures.

Please do let me have a feedback of your experiences working with isometric figures. I

would be delighted to receive other Maths Club Ideas from you too. My address is as follows :
Mrs Saroja Sundararajan
'Nadasarovar'
55, Justice Ramaswami Road,
Kamaraj Avenue, Adyar
Madras-600 020.

□□

Observing-The First Stepping Stone in Science

Have you observed yourself lately ? Without further observations, how many of these questions can you answer ?

1. Do you know if your eyes are above, below or in line with your ears ?
2. Do you know if your toe nails grow faster than your finger nails ?
3. When you fold your hands, interlocking your fingers, do you know which thumb of which hand ends up on top ? Is it always the same one ?
4. Do all your fingers have the same number of bones ?
5. When you wrinkle your brow, how many major horizontal lines are formed ?
6. What proportion of your overall body length is your head length ?
7. Without looking, could you reproduce the basic line pattern of your left (or right) palm ?
8. Are the shapes of your earlobes alike ?
9. Do the moons on your finger nails match the moons on your toe nails ?

10. Which protrudes farther, your bottom lip or your top lip ?

How well did you score ? If you get better than five out of ten, you did extremely well.

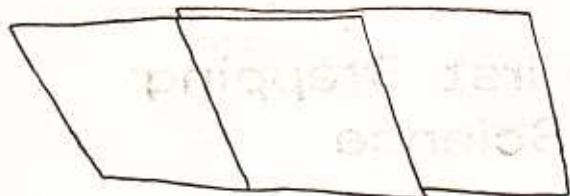
Why do you see all those parts of our bodies without remembering them ? Many people see but not all are good observers. Observing is using several or all of the senses—sight, touch, hearing, taste and smell. When you observe, you look for the characteristics that make something what it is—its properties. Remember also that observation should include a reference to some standard unit of size, weight, temperature or the like if one is applicable. Make your observations quantitative. "Short", "Tall", "Heavy" or "light" are meaning less or at least useless compared to observations that specify "ninety six cm. tall" or "a mass of four gm."

You can develop this skill in your students by giving them practice in observing objects commonly seen by them. Select any one of the objects and assemble a set of questions that challenge the students to observe. □

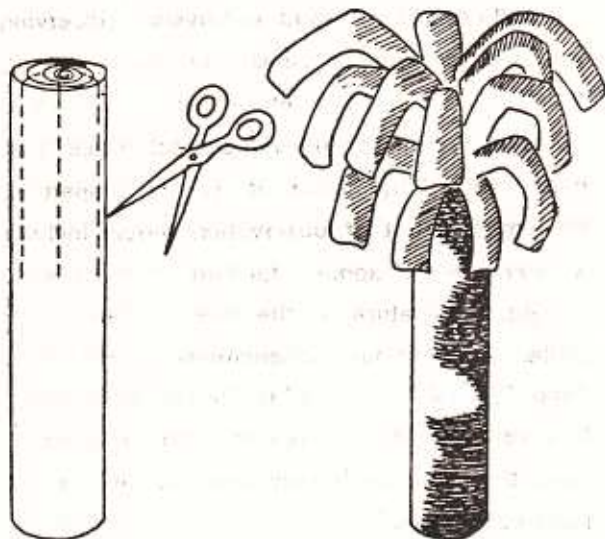
A Newspaper Tree

You need : * 1 old newspaper for each tree
* Cellotape. * Sharp scissors.

1. Lay the newspaper on the floor and open it out. Take the top four sheets of paper and lift them off the bottom sheets. Put them down again half on and half off the newspaper on the floor, so that they overlap.



2. Now roll the newspaper up to make a tube and tape it into position.
3. Using the scissors cut two or three long slits in one end of the tube. The slits need to go at least half way down the length of the tube.
4. Put your fingers inside the tube at the cut end, take hold of the inside leaves of newspaper and gently pull upwards. A tree will rise up from the tube, looking remarkably like a palm tree.



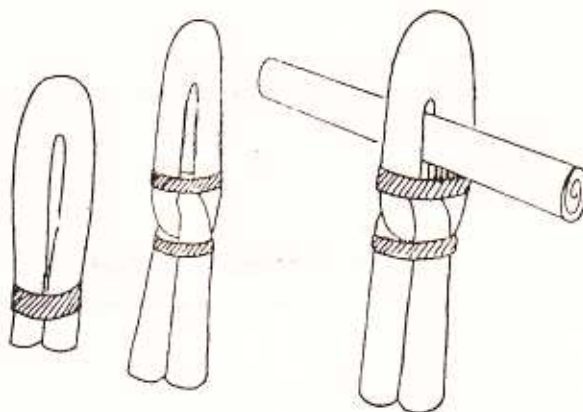
Newspaper Dolls

You need : * Old newspapers.
* Cellotape. * Scraps of material.
* A circle of white paper-draw round a tin.
* Felt tip pens or crayons.

Help the child to :

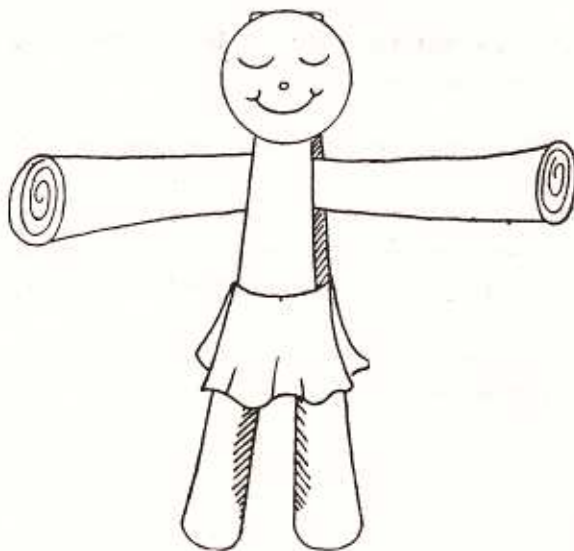
1. Separate the sheets of newspaper and roll three sheets up to make three long tubes. Stick tape round the tubes to hold them in shape.

2. Take the first tube and make a loop by folding it in half and sticking the two ends



together with tape. This forms the doll's body.

3. Take the second tube and thread it through the bottom of the loop made by the first tube. The second tube should hang down equally on both sides to form two legs. To prevent the legs from sliding out of the loop, tightly tape the legs together at the top.
4. To make the arms, push the third tube through the top of the loop, making sure that it sticks out equally on both sides, and tape it into position. If the arms seem a little too long, trim them with scissors.
5. Draw a face on the circle of white paper and stick it with a piece of tape into position on doll. The clothes can be added by simply wrapping a scrap of material round the body. Children adore these dolls; they often mean far more to them than the shop-bought variety.



Bharatiya Vidya Bhavan, Delhi Kendra has an ongoing "Environmental Education" programme since 1982. A group of about twenty students of class XI take up different themes for year-long study projects.

These are designed to create awareness and knowledge amongst students on a variety of challenging subjects in the field of environment and social issues affecting the development of our society and country.

The main objective of such programmes is to create awareness and sensitivity amongst students on the varied issues related to life around the child; to make that all important link between the child's life and all that affects him. A second objective is to encourage creativity in the students' educational work, especially in the manner of collection of information/data, its interpretation and finally its presentation. The child's free and frank expression finds an outlet in all he/she does.

The importance of developing such educational projects lies in the process rather than in a final display of the students' work. Although, there is no doubt that through such projects students expand their awareness of several issues, what is more important is *how they got there*, i.e. the process involved for, this is what sets such programmes apart from formal, classroom learning and makes it truly an educational process; one of exploration, discovery and growth.

For the year 1987-88 "The Riverfront of my Town" was chosen as the theme.

Objectives :

A study of the local riverfront can add historical perspectives to a child's thinking although based on child's present environment. The child can scientifically analyse situations

and arrive at conclusions independent of any biases. He/she learns that there are some open-ended questions and issues for which answers are yet to be found and that there are no right answers or any one answer to many questions. Finally discussion, writing and explaining one self provide opportunities for sharpening language skills, for free and independent expression, while respecting the opinions of others as well.

Process :

In the year 1987/88 Bharatiya Vidya Bhavan undertook this project with about eighteen students of class XI. It was a complex study of a 48 km stretch of the river Yamuna in the historical city of Delhi. It was multidimensional and multidisciplinary in its approach. It encompassed history, geography, environmental science, commerce, economics, science and of course languages.

Three different kinds of inputs went in, to form images and concepts in the students' minds :-

- Visits or personal experiences.
- Library research, media, literature.
- Interaction with experts in different fields and resources agencies.

This started the process of thinking, digesting, discriminating, deciding and finally presenting and giving value judgements of their own based on the different inputs.

During this six-month long project the students learnt about the historical, mythological and geographical background of the river. Students had to come to terms with the reality that the river Yamuna, which they see from the various bridges, and the one which they had been reading about in books are one and the same.

Some of the students saw the Yamuna at such close quarters for the first time in their lives in spite of being born on its banks, so to say. This in itself became an issue for discussion—old settlements came about on the river banks and the interdependence of peoples and the river—people and their natural environments. In the crowded urban areas of Delhi, far from the river, it seemed a topic to think about.

A visit to '*akhada*' brought nostalgia for the culture of days gone by. The *Akhada* fulfills the role of a youth club, health club and performs a security function for the society living around it, even to-day.

A Boat Ride and its Aftermath:

The subsequent boat ride on the Yamuna, as opposed to a pleasure trip, can only be described as a terrible shock, which left every one speechless. In the middle of the city and its river there were animal carcasses on one side and any amount of ash being dumped into the waters from Nigambodh Ghat. The water, of course, looked grimy, dirty and in most parts was filled with water hyacinth, indicating the level of pollution. Further on *dhobies* and rag pickers were washing their clothes and rags. A child was being given a water burial.

Coming to terms with the reality that the clothes being washed could be ours and the child being buried could belong to any of our families, was a little unnerving. Finally to see the drains pour their effluents into the river directly, horrified all present!

The Water Pollution Control Board :

It was no surprise when the boat ride was followed by heated discussions, interviews and talks, visits to the water pollution control board, a talk and a slide presentation by an expert.

Library Research :

Collection of news items, laboratory data and seeking information on water-borne disease and a number of related activities were taken up with great enthusiasm.

Visits to Industries :

This highly motivated group pursued their search and study further, which led them to the biggest source of pollution—the Najafgarh Nalla. This comes from the industrial quarter of the city. A study of industries followed, including their source of raw material, processes, outlets for the finished goods, industrial laws and how they are being subverted by all concerned.

The Effluent Treatment Plant :

Is it possible to avoid this disastrous practice of dumping industrial wastes in the rivers? A visit to the effluent treatment plant at Sriram Fertilizers gave an answer to this all important question. The process of the treatment and the knowledge that such other schemes are underway in the city and that there are law-enforcing agencies working to streamline this was discovered.

The Water Works and its Distribution Network :

What really fascinated and intrigued the young boys and girls was the purifying process and distributive network of the water supply department. "What kind of water am I drinking every day? How does it come to me?" This led them to a visit to the water-works at Wazirabad. A very informative demonstration, working in the laboratory and many forthright questions and answers gave insights into the working of the water system and its problems.

Projection into the Future :

The young minds were restive, not fully satisfied with the existing situation. What is the future of this city, its river and its people? What is going to happen in, say, the next twenty years? Two experts, one from the Delhi Development Authority and the other from the Urban Arts Commission talked to the students on "River Front Development" plans. Both of them presented different views on what it ought to be, nonetheless, giving viable and positive options. The session ended with a lively discussion and a lot of hope for the future.

Water Resources and Planning :

A visit to the Central Water Commission was a natural consequence to this build-up. Through slides, talks and discussion the schemes for greater utilisation of water resources, designing of such projects, flood forecasting and control were made comprehensible. Modern tools and techniques, computerisation of such devices was shown to the students. This experience brought greater understanding and a sense of reality about this hitherto unknown field.

Back Ground Work :

While all these visits were being carried out, a lot of work was being done behind the scene within the classrooms—preparation for visits, follow-up of the same, research and library work, presentation through charts, posters, models, skits, plays, simulation games, debates, talks, quizzes interviews, etc. continued through these months. Each of the participants maintained a diary of events through these months

Life-styles :

The human angle of the project was most fascinating. Three different groups from amongst these students took up a study of people having direct interaction with the river or living on the banks of the Yamuna at the 'Akhada' which is

opposite the I.S.B.T., a slum colony close to the Shahdara bridge and Gautampuri which is a farming settlement near the I.T.O. bridge. This involved visiting these people, looking at their life-styles, what kind of interaction with the river they have, their views on our life-styles, our observance of the rituals on the river, the festivals being celebrated on the river and their significance. Would this be the only link of modern man with the river of his city? Deliberations of this nature made for an interesting study. A calendar of festivals celebrated on the river bank was prepared by the students.

Rivers of the World :

The project came to its end in the month of January but the student's enthusiasm led them to the library in search of other rivers of the world, and they extended their study. They made files, drew comparisons, found differences and continued their search.

(to be continued in April 1990 issue)

[Ms. Jaishree Oza, currently Hedmistress Apeejay School, NOIDA was formerly working for several years in Bharatiya Vidya Bhavan as Counsellor/Social Worker. In this capacity, she was involved with several outreach activities involving students in environment awareness and adult literacy programmes.]

□

English Language Teaching : "ANOTHER LOOK"

Roshni Sen Gupta

The author has drawn entirely from the notes and lectures of the British Council Summer School on Practical Approaches to English Teaching which she attended in July/August '88.

Many of the lessons learnt have been tried out and adapted by her for the classroom in Calcutta. Some have worked well, others started well but took too long to complete. Yet, none have failed, it is after all, only a matter of appropriate adaptation.

'Communication' and 'Communicative' are the key words in today's approach to English Language teaching. Stated simply, they refer to :

- 1) The primary goal of any language learning is communication (spoken, written).
- 2) Communicative skills which are to be developed to make the communication effective.

The teacher in the classroom sets about developing "Communicative Skills—within the framework of the syllabus and in spite of the constraints of classroom teaching.

The fulcrum of Communicative language teaching are the learner centred activities. These activities use the 'I' of the learner to its fullest

capacity. "Choose the picture you like"
 "Choose the words you like....."

What do you think about .." are often heard in the language classroom.

The communicative framework also incorporates message—oriented activities. The term "message—oriented" communication refers to "real communicative situations which develop spontaneously" as when students exchange comments on a T.V. programme.

Teacher Aids: Two devices help teachers develop communicative skills: **information gap** and **opinion gap**.

1. Information gap exercises "force students to exchange information in order to find a solution" (Keep Talking, Fredrick Klippel).

Examples : reconstitute a text, solve a puzzle, prediction or guess what games ; write a summary.

There's "a puzzle" with a difference—set out like a cross puzzle is a set of nouns. Ask students to write their definitions for each noun.



Later, the definitions can be fleshed out to be made into descriptions.

(Taken from : Focus in the Classroom, Donne Byrne).

An opinion gap exercise is created by using a text which requires students to describe, defend (agree) or disagree with the idea in the text.

e. g. A Newspaper article or, a headline from a Newspaper article.

Another type of opinion gap exercise gets students "to share feelings about an experience they have in common."

By applying the principles of information gap and opinion gap to traditionally structure based exercises, the teacher can change them into communicative situations.

The teacher uses methods (group work, pair work or individual) to encourage :

—working corroboratively in class (Co-operation)

—peer or self/correction

—interaction in the classroom/avoiding teachers role as "knower"

—the development of the 4 skills or a combination of them by using "open ended" exercises.

The Text Book

A text can be advantageous for obvious reasons but can be :

restrictive, non-creative, inappropriate culturally, inauthentic, out of date, with an imbalance of skills.

A Teacher can build on a variety of authentic material for "real" information and a balance of skill.

Grammar—the Communicative way

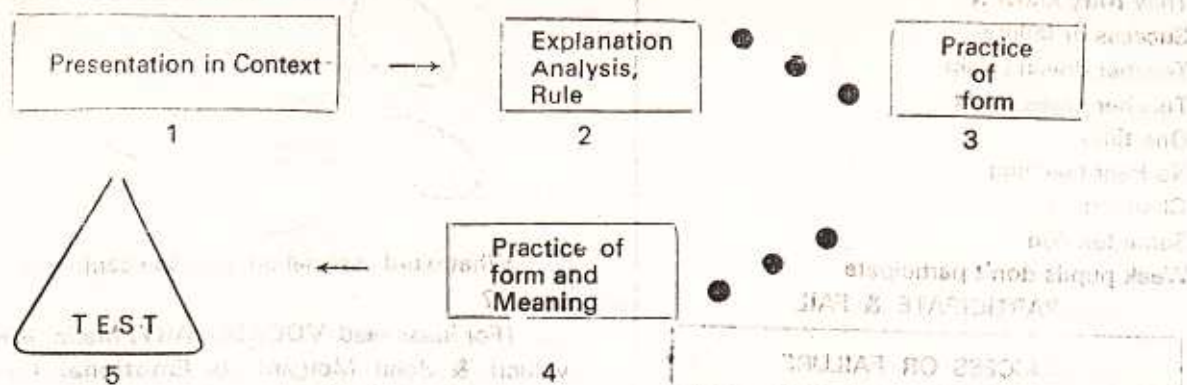
Why Teach Grammar ?

—acceptable language production

—syllable base

—basis for classroom activity

Teaching Language ITEMS



Steps 3 & 4 are the most crucial steps in language learning and will be successful if there is volume/or repetition in practice.

A Language activity must be practice efficient.

Volume or repetition enables success and is teacher assisted. **Interest**—getting the students interested and involved during practice sessions **requires an extension of the traditional “fill in the blanks” type exercise**

Some “different” ways for practice of structure.

1. **Survey** (information gap/opinion gap)
2. **A Shopping List**
3. **Quotations**
4. **Conversations**: what would an “adventurous” person say
- Dialogue**: writing a dialogue for adjectives
5. **Exclamations**
6. **“Open” Dictation**: Teacher’s Instruction to class

“I am about to dictate a passage. It is made up of directions on how to get to Howrah Station. Write the opposite to the one I give.

As you get to the school gate, **turn left** on Middleton Street walking **towards** the petrol station on Camac Street when you get to the Metro Station. (and so on)

The students should write the opposite key words of your directions viz “turn left” will be-

come **turn right**, “walking towards” will be walking away and so on.

Till you get them and yourself to Howrah.

You can create several variations to the “open” Dictation exercise.

7. Silhouettes Cut out large pictures either of persons or things, or person and thing

Place it on a white chart paper—draw its outline Show students the outline.

Encourages participation and prediction; also provides practice for structure.

Finally do show the picture,

This exercise can extend to a written assignment.

The Difference between PRACTICE & TEST

They know it
Success oriented
Teacher helps
Teacher approval
Repeated
Peer teaching
Not very challenging
Less tension
Weak pupils participate

SUCCESS

They may know it
 Success or failure
 Teacher doesn't help
 Teacher assessment
 One time
 No Peer teaching
 Challenging
 Some tension
 Weak pupils don't participate

PARTICIPATE & FAIL

SUCCESS OR FAILURE

A Global Approach to the Text

The word "global" here refers to the extensive use made of the text to develop not only reading skills but the other skills: speaking listening and writing, as well.

PRE-READING

STUDY OF LAYOUT

Picture/s, title
 opinions
 emotional reactions (projections) } speaking
 reading
 or writing

from this

MAKING A HYPOTHESIS—(Prediction)

—about the content
 —about the function (why ?) } in the class a build up
 —information bank
 —opinions : a like or different

builds

ANTICIPATION

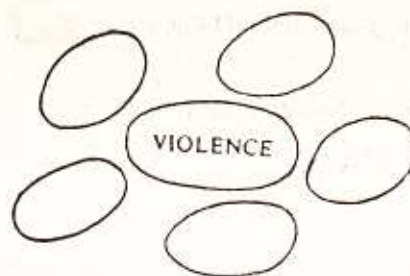
(You can, if you wish stop the lesson here to do a short pre-reading writing.)

PRE READING WRITING

This can be done :

- by focusing on words in the title **A**
- through emotional response to pictures **B**

e.g. Vocabulary focus : Say the word "Violence" appears in the title. Make a "word rose" using violence in its centre



What word association does the centre word evoke ?

(For ideas read VOCABULARY, Mario Rinvoluceri & John Morgan) b. Emotional Response : (written) This could be in sentences; or single words (eg. adjectives) or extended to a short written passage on the subject suggested by the pictures.

READING

Aloud or Skimmed (depending on the language ability of the class)

Attention drawn to

1. Content (Main ideas, flow of information)
2. Vocabulary items

The teacher can at this reading focus attention.

on either content (underline the main ideas of each paragraph, underline the characters, underline the names of places)

or language

"Underline words you don't know"

"Underline the opposites of words you know"

"Underline the synonyms of words you know"

CONFIRMATION OR REVISION OF GUESSES (prediction)

Discussion on pre-reading work done by class.

SECOND READING

- to locate answers on content (Comprehension check)
- to locate vocabulary items

POST READING WRITING

- Comprehension check type exercise
- Language study; as part of comprehension or as a separate objective.
- Extension work (Creative or an informative report)

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शब्द क्रिकेट

खेल खेल में प्रकाशनार्थ

भूमिका :

‘शब्द-क्रिकेट’ के विषय में बताने से पूर्व मैं यह बताना चाहूंगी कि लगभग छः वर्ष पहले इस खेल की योजना मेरे मस्तिष्क में आई कि क्यों न खेल के माध्यम से छात्रों का ध्यान वर्तनी तथा उच्चारण संबंधी अशुद्धियों की ओर आकर्षित किया जाए। वैसे भी छात्र खेल के माध्यम से बहुत कुछ सीख जाते हैं। पहली बार यह खेल मैंने पांचवीं कक्षा के छात्रों के साथ खेला, जिसे खेलने में उन्हें अत्यंत आनन्द आया तथा वे अपने उच्चारण तथा वर्तनी के प्रति थोड़ा सजग होने लगे। प्रारंभ में इस खेल के नियम बहुत कम थे इसके पश्चात लगभग हर वर्ष मैंने सातवीं कक्षा के छात्रों के साथ वर्ष में दो बार (छः महिने के अन्तराल में) शब्द क्रिकेट खेलना आरंभ किया। हर वर्ष इसमें थोड़ा बहुत सुधार किया गया। आज इस खेल का जो रूप व नियम आपके समक्ष है वह पिछले छः वर्षों के प्रयासों तथा प्रयोग का परिणाम है। इस खेल को खेलते समय छात्रों में वही उत्साह व टीम-भावना होती है जैसी हमें प्रायः क्रिकेट के मैदान में दिखाई देती है। खिलाड़ी एक-एक रन प्राप्त करने के लिए प्रयत्न-शील रहता है तो दूसरी ओर गेंदबाज उन्हें आउट करने के लिए अथक प्रयास करते हैं। अतः मैं यदि यह कहा जाए कि इस खेल ने निश्चित रूप से एक पंथ दो काज करने का प्रयास किया है।

शब्द क्रिकेट एक ऐसा खेल है जिसे गेंद व बल्ले से खेलने के बजाय शब्दों से खेला जाता है। छात्रों की क्रिकेट में विशेष रुचि को ध्यान में रखते हुए ही इस खेल का रचना की गई। इसके नियम भी क्रिकेट के नियमों के ही समान हैं अतः इसे सीखना व खेलना और भी सरल हो जाता है। छात्रों के लिए निम्नलिखित यह एक खेल है किन्तु अध्यापक इसके द्वारा छात्रों को खेल-खेल में ही शब्दों का शुद्ध उच्चारण करना, शुद्ध उच्चारण को पहचानना तथा शब्दों के शुद्ध रूप के प्रति जागरूक कराने का प्रयास करता है। यही इस का मुख्य उद्देश्य है।

इस खेल को खेलने से पूर्व कक्षा के दो-दो छात्रों को दो टीमों के लिए कप्तान चुना जाता है। तत्पश्चात ये कप्तान क्रमशः एक-एक करके अपने टीम के लिए ग्यारह-ग्यारह खिलाड़ियों का चयन करते हैं। बाकि के छात्र दर्शक, स्कोरर इत्यादि बन जाते हैं। सिक्का उछालकर यह तय किया जाता है कि कौनसी टीम पहले बल्लेबाजी करेगी।

खेल के नियम इस प्रकार हैं।

1. बल्लेबाजी करने वाली टीम का कप्तान एक-एक करके अपने खिलाड़ियों को बल्लेबाजी के लिए भेजता है (अर्थात् शब्द लिखने के लिए भेजता है)
2. शुद्ध शब्द लिखने पर खिलाड़ी तथा टीम को एक रन प्राप्त होता है।
3. बल्लेबाज के शब्द लिखते समय उसकी टीम का कोई खिलाड़ी यदि किसी प्रकार का संकेत दे तो बल्लेबाज को ‘रन आउट’ कर दिया जाता है।
4. बल्लेबाज यदि शब्द लिखते समय आवश्यकता से अधिक समय लगाए तो उसे एल.बी.डब्ल्यू कर दिया जाता है। (बल्लेबाज को अध्यापिका के पाँच गिनने तक शब्द को लिखना पड़ता है।)
5. गेंदबाजी करने वाली टीम का कप्तान एक-एक करके अपनी टीम के प्रत्येक खिलाड़ी को गेंदबाजी करने के लिए भेजता है।
6. टीम के प्रत्येक खिलाड़ी के लिए कम से कम एक ओवर (छः शब्द) करना अनिवार्य है।
7. जब तक प्रत्येक खिलाड़ी एक ओवर गेंदबाजी न कर ले तब तक किसी खिलाड़ी को दुबारा गेंदबाजी का अवसर नहीं दिया जाता।
8. नोबॉल-गेंदबाज यदि शब्द का अशुद्ध उच्चारण करता है तो उसे ‘नो बॉल’ मान लिया जाता है। अर्थात् दूसरी टीम को इस पर एक अति-

रिक्त रन प्राप्त हो जाता है। यदि बल्लेबाज इस शब्द को शुद्ध लिखता है तो उसे एक व्यक्तिगत रन का लाभ हो जाता है किन्तु यदि वह इस शब्द को अशुद्ध लिखता है तो उसे आउट नहीं माना जाता।

६. वाइड बॉल—गेंदबाज केवल अपनी पाठ्य पुस्तकों तथा व्याकरण आदि में आए शब्दों को ही बोल सकता है। व्यक्तिवाचक संज्ञा तथा ऐसे शब्द जिनसे वह अपरिचित है, वह नहीं बोल सकता। यदि वह ऐसा करता है तो उसे वाइड बॉल मान लिया जाता है। वाइड बॉल पर बल्लेबाजी करने वाली टीम को एक अतिरिक्त रन प्राप्त हो जाता है। (इन शब्दों का निर्धारण अध्यापिका करती है अथवा गेंदबाज को यह बताना होता है कि वह शब्द उसने कहाँ पढ़ा।

१०. गेंदबाजी करते समय यदि गेंदबाज पुस्तक, कापी अथवा अन्य किसी प्रकार की सहायता ले तो उसे चौक्का मान लिया जाता है। अर्थात् बल्लेबाज को चार रन का लाभ हो जाता है।

११. गेंदबाजी करने वाली टीम किसी शब्द को एक से अधिक बार नहीं बोल सकती। इस पर भी बल्लेबाजी करने वाली टीम को एक रन का अतिरिक्त लाभ मिल जाता है।

इस खेल को छात्र अत्याधिक रुचि व आनंद लेकर खेलते हैं। खेल के अंत में प्रत्येक खिलाड़ी के व्यक्तिगत स्कोर के आधार पर कक्षा का सर्वश्रेष्ठ खिलाड़ी घोषित किया जाता है। इस खेल को खेलने से पूर्व छात्रों को तैयारी का समय दिया जाता है। इस खेल द्वारा छात्र अपने उच्चारण तथा वर्तनी सम्बन्धी अशुद्धियों को सुधारने का प्रयास करते हैं। साथ ही नए तथा कठिन शब्दों से भी छात्रों को अवगत होने का मौका मिलता है। इससे छात्रों के शब्द ज्ञान की वृद्धि होती है।

मुश्री ललिता पाण्डे
हिन्दी अध्यापिका
मदसं इंटरनेशनल स्कूल
नई दिल्ली

अंक तालिका (स्कोर बोर्ड)

अतिरिक्त रन	टीम 'क'	खिलाड़ी आउट

अतिरिक्त रन	टीम 'ख'	खिलाड़ी आउट

खिलाड़ियों के व्यक्तिगत अंकों (रन) की तालिका

क्र. सं०	टीम 'क'	रन	क्र. सं०	टीम 'ख'	रन
1	कप्तान		1	कप्तान	
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		
10			10		
11			11		
12			12		